

# MfA Equity & Inclusion Report | 2022-2023

MfA established its first Equity Advisory Committee (EAC) in the 2019-2020 school year with nine MfA teachers and four MfA staff members. The EAC grew over time to 17 teachers and five staff members during the 2022-2023 school year. The EAC convened seven times throughout 2022-2023 to discuss equity and inclusion goals, review data related to these goals, and advise MfA on improving existing practices and developing new initiatives.

*At MfA, we aim to foster a teacher-centered learning environment by:*

- *Attracting and affirming multiple expressions and types of diversity, including but not limited to race, gender, family structure, age, ability, religion, sexual orientation, class, school type, culture, geography, years of teaching experience, and political beliefs*
- *Developing teachers' abilities to connect across differences*
- *Empowering teachers as agents of positive systemic change to serve all NYC students*
- *Supporting teachers' engagement, learning, growth, and empowerment*

This report summarizes MfA's progress toward prioritizing and building on diversity and the Equity Advisory Committee's contributions to these efforts throughout the 2022-2023 school year.

## 2022-2023 Highlights

- **Engagement in Equity and Inclusion Courses**

More than 75% of MfA teachers attended at least one MfA professional development course focused on equity and inclusion, and almost 50% of those teachers attended two or more equity and inclusion courses throughout the school year.

- **Facilitation by Teachers of Color**

More teachers of color led professional development (PD) courses than ever before. 43% of MfA teachers who led PD courses identified as teachers of color compared with 40% of the overall MfA teacher community. 25% of MfA teachers leading PD courses identified as Black or Hispanic, compared with 24% of the overall MfA teacher community.

- **Recruitment of a Racially and Ethnically Diverse Cohort of Teachers:**

45% of new Master Teachers accepted into MfA in the fall of 2023 identify as American Indian or Alaska Native, Asian, Black or African American, Middle Eastern/ North African, Native Hawaiian/ Pacific Islander, and/or Hispanic or Latino/a/x.

## **Equity & Inclusion Courses**

During the 2022-2023 school year, MfA offered more than 75 professional development (PD) courses focusing on equity and inclusivity in the classroom. Courses that address the needs of students of color, queer and gender-expansive students, students with disabilities, and multilingual learners were highlighted in the catalog with an ▲ icon. These courses generally included 1 to 4 sessions.

- More than 75% of MfA teachers participated in at least one of these equity and inclusion courses. Approximately 50% of those who attended took two or more courses over the academic year.

These equity and inclusion courses fostered culturally responsive-sustaining education practices (CR-SE) and social-emotional learning (SEL). Teachers reported through the annual program evaluation survey that these courses had the following impact on their classrooms and school communities:

- 76% of MfA teachers expressed that their professional learning experiences at MfA strengthened their CR-SE implementation, and 21% reported that the learning experiences at MfA empowered them to guide their school colleagues in implementing CR-SE.
- 75% of MfA teachers said their learning at MfA strengthened their support of students' SEL in their STEM classroom, and 16% said they led work on supporting SEL in their schools.

## **Equity Webinars**

MfA hosted four [Equity Webinars](#) during the 2022-2023 school year, open to current MfA teachers, the New York State Master Teacher program, MfA-LA, teacher residency programs, and prospective applicants. The webinars were guided by national experts in STEM education, who facilitated discussions centered on classroom equity and inclusivity. After each talk, teachers consider the call to action to transform their classrooms.

- Dr. Tanya Maloney's talk in Spring 2023, 'Dilemmas in Learning: Antiracism and Social Justice in the Mathematics Classroom,' explored what teaching for antiracism and social justice could look like in math classrooms. The work continued as Tanya led a mini-course, where 29 MfA teachers learned more about teaching for social justice in math classrooms, allowing teachers to try new ideas in their schools.

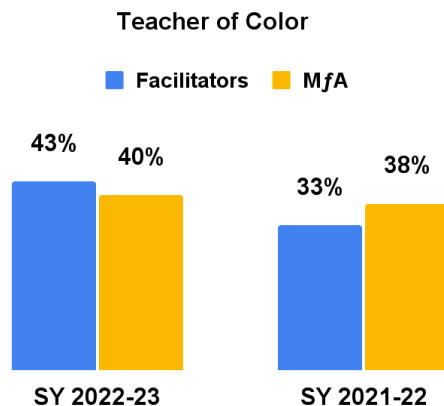
## Facilitation

In the 2022-2023 school year, MfA offered over 400 courses, with approximately 75% of the workshops being proposed and led by MfA teachers. Over the past two years, MfA staff and the EAC have aimed to increase engagement in the course proposal and facilitation process by first-time facilitators, teachers from underrepresented races and ethnicity categories, and educators from high-poverty schools. This endeavor included initiating "Brainstorm & Build: MfA Course Proposal Support" workshops, a series designed to increase the number of course proposals, particularly from underrepresented groups. Launched in January 2020 and led by MfA staff and Master Teachers, these workshops were a dedicated forum for teachers to exchange course proposal ideas and solicit feedback from fellow MfA educators and staff members.

- In the spring of 2023, 45% of MfA teachers attending these workshops were identified as teachers of color (teachers who identify as Native Hawaiian/ Pacific Islander, American Indian or Alaska Native, Asian, Black or African American, Middle Eastern/ North African, or Hispanic or Latino/a/x). 86% of the teachers of color who participated in these workshops submitted course proposals for the 2023-24 school year.

This additional support for under-represented teachers marked a substantial milestone in the past year's inclusivity and representation of professional development leadership roles. For the first time, facilitation by teachers of color exceeded the demographic ratio present within the MfA community.

- 43% of MfA teachers who led professional development courses for their peers identified as teachers of color compared to the broader MfA teacher community, where 40% identified as teachers of color.



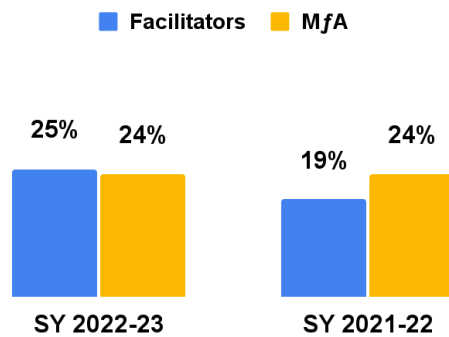
**By course format:** Teachers of Color facilitated 34% of single-session workshops, 31% of mini-courses, 35% of Professional Learning Teams, 42% of interest groups, and 79% of affinity groups in the 2022-23 school year.

Note: Teachers of color are defined as teachers who identify as Native Hawaiian/ Pacific Islander, American Indian or Alaska Native, Asian, Black or African American, Middle Eastern/ North African, or Hispanic or Latino/a/x.

Teachers of color were most underrepresented among mini-course facilitators (9 percentage point gap), single-session workshop facilitators (6 percentage point gap), and Professional Learning Team (PLT) facilitators (5 percentage point gap).

- Similarly, the representation of teachers identifying as Black or African American and/or Hispanic or Latino/a/x that facilitated courses also improved. 25% of facilitators identified as such, in contrast to the 24% representation in the broader teacher community, an increase from 19% from the previous year.

**Black or Hispanic or Latino/a/x Teachers**



**By course format:** Teachers identifying as Black or Hispanic or Latino/a/x facilitated 13% of single-session workshops, 15% of mini-courses, 22% of Professional Learning Teams, 31% of interest groups, and 42% of affinity groups in the 2022-23 school year.

Teachers identifying as Black or Hispanic were most underrepresented among single-session workshop facilitators (11 percentage point gap) and mini-course facilitators (9 percentage point gap).

### **Recruiting a More Diverse Cohort of Teachers**

MfA continued to recruit a more diverse cohort of teachers with events such as "Crossing the Finish Line" and "At the Starting Line," supporting prospective applicants, particularly those from schools with few or no MfA teachers. Twelve prospective applicants attended the "At the Starting Line" event, 11 teachers applied, and five were offered a fellowship.

112 teachers were awarded first-time MfA Master Teacher Fellowships beginning in fall 2023. Of those new teachers to the fellowship, 45% identify as Asian, Black or African American, and Hispanic or Latino/a/x. Additional demographic data for teachers renewing a second, third, fourth, or fifth fellowship is below.

	2023 cohort		MfA Community (October 2022)
	First-time Master Teachers (MTI)	Renewed Master Teachers (MTII+)	
<b>Total number</b>	<b>112</b>	<b>169</b>	<b>909</b>
American Indian or Alaska Native	0%	1.2%	1%
Asian	14%	13%	14%
Black or African-American	18%	15%	15%
Hispanic or Latino/a/x	11%	11%	11%
Middle Eastern/ North African	2%	1%	2%
Native Hawaiian/Pacific Islander	0%	0%	<1%
White	53%	72%	60%
Male	30%	33%	38%
Female	65%	65%	60%
Non-binary	4%	2%	1%

Notes: First-time Master Teachers include teachers who previously completed an MfA Early Career Fellowship. The same teacher can be counted in multiple race/ethnicity categories. 8% of the 2023 MTI cohort chose not to identify race or ethnicity, and 1% chose not to identify gender. 2% of the 2023 MTII+ cohort chose not to identify race or ethnicity. 5% of the MfA Community as of October 2022 chose not to identify race or ethnicity, and 1% chose not to identify gender.

### **Areas for Growth**

While teachers of color and those identifying as Black or Hispanic were better represented in leadership roles for professional development courses, there remains an underrepresentation when courses are analyzed by format. For instance, teachers who identify as Black or Hispanic were notably underrepresented in facilitating single-session workshops and mini-courses. Similarly, teachers of color were most underrepresented in facilitating mini-courses, followed by single-session workshops and PLTs. Moving forward, our goal is to increase the participation of teachers of color and Black or Hispanic teachers in facilitating single-session workshops, mini-courses, and PLTs to align these percentages more closely with the makeup of our community.

The Professional Development team will continue to reach out to more teachers of color and teachers from high-poverty schools, encouraging their participation in the “Brainstorm & Build: MfA Course Proposal Support” session.

The Admissions and Recruitment team will continue its efforts to recruit a diverse cohort, actively promoting applications from schools that are underrepresented, as well as from individuals of underrepresented racial and ethnic backgrounds and teachers in high-poverty schools. Their support will extend to guiding potential applicants through the completion of their fellowship applications.